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ABSTRACT

The manual is designed to encourage school districts to use community resources to expand educational opportunities for gifted students. Suggestions for planning such community enrichment programs address locating and screening resources, developing community relationships, and integrating resources into the instructional program. Examples of ways in which several districts use community resources are presented, including a mentor program, a program featuring student convocations, a program featuring internships and mentorships at a local observatory, a three-district co-operative program providing enrichment to elementary gifted students, a program using the resources of the New York State Museum, and programs using college resources. Appendixes include a guide to developing and using learning contracts, two resource lists, an outline of mentor program roles, and a survey for locating community resources. (CL)

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WIDENING HORIZONS

Using Community Resources in the Education of Gifted Students

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THE STATE EDUCATION DEPARTMENT
Gifted Education
Albany, New York 12234
1985

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WIDENING HORIZONS

Using Community Resources in the Education of Gifted Students

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FOREWORD

The educational influences in the life of any person extend far beyond the walls of the school. They are found in the home, the neighborhood, the world – in what can be considered, in a broad sense, the community.

The school can use these educational influences to expand and diversify its influence with all students. The ways in which the resources are used will depend on the characteristics and needs of individual students.

The use of community resources appears to have particular potential in the education of gifted students. The purpose of this publication is to suggest approaches that would be especially appropriate for gifted students and describe some programs that have applied these approaches.

This publication was developed by members of the State Education Department's Task Force on Gifted Education under the direction of the staff of the Unit on Gifted Education. The prime contributors from the Task Force were Lee B. Negus, Bureau of Mathematics Education; Benita J. Stambler, Division of Educational Finance; and Robert E. Williams, Office of Higher and Professional Education.

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INTRODUCTION

Several young people enter a conference room. They are joined by two lawyers and a district attorney. Soon, a lively discussion is under way. An observer might wonder what brought this group together. A closer look will show that students and attorneys are exchanging and clarifying ideas on an equal basis. The group is studying the American system of justice, with the attorneys serving as mentors for the project. They are developing a scenario for a mock trial, which the students' class will put on videotape.

In another part of New York State, 150 students meet in a convocation. They are there to study the phenomenon of creativity. During the convocation, they will hear a political cartoonist describe his view of the creative process. They will hear other views and then discuss the role of creativity with individuals representing a variety of occupations and avocations.

How did these activities come about?

Teachers in a number of areas, including gifted education, have long recognized the value of using community resources to enrich instruction. This is especially true for gifted students, who can move through the basic curriculum in less time than is usually allotted. The people, institutions, and organizations that make up a community offer valuable experiences that differ from regular classroom instruction. Teachers often make use of these different experiences by forging links between the classrooms and the community.

The term *community resources* is used in this publication without regard to geographic location. It includes all resources that are available in the larger communities of the State, nation, and world, as well as those in the proximity of the school.

Community resources take many forms. They include people, facilities, materials, funds, and information. Resources as diverse as parents, libraries, organizations for gifted children, universities, businesses, hospitals, newspapers, the Yellow Pages, community organizations, politicians, and senior citizens' groups should be considered.

The purpose of this manual is to encourage school districts to use community resources to expand educational opportunities for gifted students. The manual offers suggestions for planning and carrying out activities using community resources. It also contains examples of programs which use community resources with gifted students.

PLANNING AND PROCEDURES

Using community resources is more than simply a matter of saying, "Here is a resource. Let's use it." Learning situations must be designed around the resource if students are to benefit educationally.

As in most undertakings, planning is crucial. Planning should address the specific needs of students. Determining a suitable format for community interaction with the school is essential. The planning process might include the principal and/or superintendent, other involved school personnel, as well as students and parents.

The process of identifying community resources and developing plans to use them often produces many new opportunities for learning. As a program is being developed, ideas may be generated about community resources that can contribute to it. On the other hand, identifying a particular resource in the community may suggest a whole new set of educational activities.

Locating and Screening Resources

Where can useful community resources be found? Some types of resources will be found in most communities, but others will be unique to a specific community.

Start by asking staff members and students. They will be familiar with many individuals, organizations, and facilities in the community. Louise Lynch, Coordinator of Programs for the Talented and Gifted at Warwick Val-

ley Central School, suggests making use of parents and parent groups. "Parents want to help," says Louise. "They know the community and will assist in surveys and locating resources. Some parents will be speakers, some will be mentors. Parents are a gold mine. Don't neglect this resource." You will want to be aware of possible effects a parent's participation may have on his or her child. If it is likely to stifle a student, the parent's role will need to be thought through very carefully.

A search of various directories can be helpful in finding community resources. Business directories and directories developed by community groups may be available. The telephone directory is also useful in locating community resources, particularly the Blue Pages, which list government offices, and the Yellow Pages, which list associations, colleges, professionals, and types of businesses. A list of categories from the Yellow Pages is contained in Appendix B of this manual.

John Blaser, former Coordinator of Programs for the Gifted at Ticonderoga Central Schools, believes that communication is the key. He suggests placing articles in the district newsletter and in local newspapers to explain the program for the gifted, especially how it is designed to meet the unique needs of gifted students. Requests for possible mentors can also be circulated through these media.

Look for unexpected contributions a person can make. A business executive may be a former Peace Corps volunteer. An office worker may be an amateur photographer. A judge is also a lawyer and may have specific experiences that directly relate to interests of gifted students. For example, he or she may have experiences with the prison system, with copyright laws as they apply to video recorders, with political movements, or as a public defender.

One district developed a resource directory primarily by having teachers identify resources and provide a thumbnail description of the potential service or area of interest. The coordinator of gifted education then contacted the resources to solicit their participation and to clarify their possible contributions. Another district made sure its community survey instrument asked about the needs of the individual or organization being surveyed, not just what the resource could do for the schools. In that way, the process of using community resources could benefit both the gifted program and the resources.

One district made an arrangement for the Chamber of Commerce to disseminate materials about the gifted program as an enclosure with the Chamber's regular mailing, thus getting widespread coverage with no additional cost to either the school district or the Chamber of Commerce.

A number of districts identify resources with a questionnaire such as "The Community Talent Miner." This instrument was developed at the University of Connecticut and has been used by a number of districts in New York State. Dr. Charlotte Podolsky, Director of Special Services for Herricks Union Free School District, indicates that it has been used in that district to locate resources for minicourses, mentorships, and field trips. A copy of "The Community Talent Miner" is included as Appendix E in this publication.

Once the individuals or groups have been identified, they should be contacted to obtain specific information on what they have to offer the gifted program. This will allow the district to make the best possible use of the resources. It will also help the district determine the appropriateness of the contributions of a particular resource.

Information from a community survey will be helpful in screening resources. Personal interviews or telephone interviews are also useful. Whatever approach is used, some general guidelines for collecting information include:

- Keep it simple.
- If you are using a printed form, make it neat and attractive.
- Make sure the person understands what you want.
- Use at least one open-ended item. This gives an opportunity to provide information that doesn't fit into a neat category.
- Avoid jargon, abbreviations, and acronyms.

Developing a Relationship

It is important to establish a positive relationship with the individuals and organizations serving as resources. Contributing to the gifted program is only one of a number of priorities for most of them. The following suggestions may be useful in developing and maintaining poistive relationships with them:

- Have a written plan to use in discussing the project with potential mentors and other individuals associated with community resources.
- Contact the right person. For a local plant, it may be a Manager of Human Resources; for a college, it may be a department chairperson.
- Be flexible. The community resource may have specific time, space, and financial constraints.
- Develop a written "contract" for long-term or complex projects. The contract may include the number of students, objectives of the activity, how the activity will be conducted, the role of the institution and/or individual, any financial expenditure that is necessary, and when the event will take place. Any special problem areas should be clarified. These

may include such things as language barriers, security clearance for research plants, and access for handicapped individuals.

Most school districts indicate that they have no difficulty getting individuals or organizations in the community to participate. The desire to be of service is sufficient incentive. However, it is important to emphasize that their participation involves, at the very least, their time and often some additional expense. One way to compensate participants is to recognize their assistance publicly. Ilion, for example, holds a recognition dinner and presents certificates to participants. Some schools arrange to have their projects described in a local newspaper; resource people can be mentioned in the news articles. Ticonderoga invites mentors to write articles for its *Gifted Program Newsletter*, giving them recognition as well as a chance to share their ideas with a wider audience.

A very real way of reciprocating is to let participating organizations know ahead of time when you are having speakers from outside the district. Some of the organizations may want to invite the speakers to address a meeting while they are in the community.

Integrating Resources into the Instructional Program

For community resources to have the maximum impact, they should be selected and used in relation to the basic educational program the gifted students are receiving. School experiences and community experiences that reinforce each other are more likely to have a lasting impact than either kind of experience in isolation.

How can the use of community resources be better integrated into the instructional program? As indicated earlier, planning is important. An additional ingredient is to involve students in the planning. This offers them opportunities to use their ideas as well as to develop their commitment to the programs or activities that result.

Differentiate the experience for gifted students from experiences for other students, even when the same community resource is used. Differentiation can occur in the complexity of the concepts explored, in the thinking skills required, in the learning styles of the students, in the quality or sophistication of the products that result, or in all of these. (See the State Education Department's publication, *Local Guidelines for Educating Gifted Students*, pp. 6-10.)

Provide students with the background information, materials, and experience they need to be prepared for the activity. In this way, students can avoid going into the activity "cold."

Design learning activities which the students will carry out in conjunction with the community experience. Some of the learning activities should take place before the experience to prepare the students. Other learning activities should, of course, be designed to take place as part of the community experience. Still other activities should follow the experience to reinforce learning and to offer opportunities for further study.

Grace Osborne, Coordinator of the Enrichment Learning Program in Ilion Central School District, suggests that school districts cooperate with each other in using community resources. The Mohawk, Herkimer, and Ilion school districts, for example, cooperate in offering a series of colloquia which include speakers, special courses, field trips, and similar activities. This cooperative effort is described in more detail later in this publication.

EXAMPLES OF PROGRAMS USING COMMUNITY RESOURCES

Community resources can be employed in many ways to meet the diverse needs of gifted students. Examples of how a few districts are using community resources with gifted students are presented below.

A Mentor Program

(Based on information provided by John W. Blaser, former Coordinator for the Gifted in Ticonderoga Central School District.)

The gifted program in the Ticonderoga Central School District serves approximately ten percent of the student population. About 40 mentors were involved with students in grades one through eight during the 1983-84 school year. Most mentors were from the local area, although the program reached as far as Albany. Topics varied according to students' interests which included French, Spanish, and Korean language studies, law, architecture, local history, robotics, veterinary science, entomology, and filmmaking.

Early in the school year, orientations are held for students and for parents. *A Student Handbook* and a *Parent Handbook* are distributed. Students fill out an *Interest Inventory* which contains a list of possible topics for investigation. Parents and other individuals who might serve as resources fill out a *Community Resource File Information Sheet* to be used in compiling names of potential mentors, their areas of expertise, and scheduling considerations. A computer program matches each student preparing an *Interest Inventory* with an appropriate mentor from the *Community Resource File*.

Mentors receive a *Mentor Packet* which includes information related to the *Enrichment Triad Model*, a school calendar, the gifted program schedule, several articles on mentoring, and a list of current program mentors.

Contact is made by the teacher to arrange a meeting with the mentor to discuss program goals and procedures. The mentor is given a copy of the *Mentor Handbook*. A meeting is then scheduled for all three participants – the student, the mentor, and the teacher of the gifted. The mentor describes his or her background and experience and shares any materials on the topic with the student.

The student, mentor, and teacher work together to identify the goals of the project. The student plays the major role in formulating these goals. The mentor gives a professional focus to the goals and assists the student in selecting products related to the field of study. The teacher records the results of the meeting on a management plan, which is later duplicated and distributed to the student, parents, and mentor.

Several instruments aid the students in completing their investigations. The *Possible Products for Student Investigations* is a list of products which students and mentors can use in brainstorming possible outcomes of the investigation. A computerized file provides a list of materials and resources which can be used by students and teachers when investigating a topic.

Evaluation comes in several forms. The teacher of the gifted evaluates the project by using the information recorded on the management plan. The students critique themselves in terms of their previous expectations and the final outcomes. The mentor provides evaluation of the methodology the students used as well as their products.

A Gifted Program Newsletter is published periodically and distributed to parents of gifted students, the faculty, administration, and mentors. Copies are made available to the community through the public library. Separate sections are set aside in the newsletter for contributions by students, teachers, parents, and mentors. Schedules of program events – such as presentations, films, and field trips – are included. The teacher of the gifted contributes an article on some aspect of gifted education.

Suggestions for districts developing a mentor program:

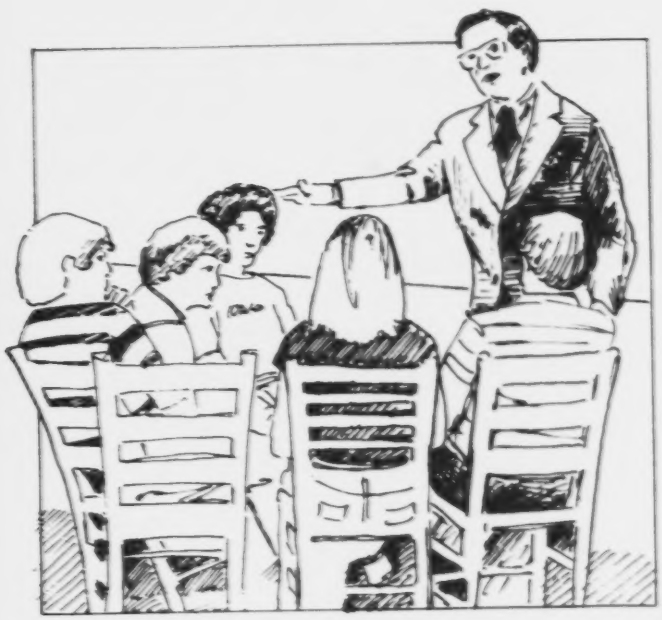
1. A high quality program takes time to develop. Do not expect too much too soon.
2. Get help from colleagues, parents, and mentors. Don't be afraid to ask for contributions of time, effort, or products, but spread your requests around to many different individuals.
3. Do not underestimate the number of resource people in your area. Use many approaches to locate them.

4. Reach out beyond the limits of the district to locate hard-to-find resources. Make arrangements with the administration to cover traveling expenses for the mentor.
5. Develop a file of community resources which can be updated easily, and make it available to the entire faculty.
6. Be flexible in order to accommodate the mentor's schedule. Many mentors work during the day and must make special arrangements to meet with students.
7. Become aware of each mentor's preferences for group size, room location, and arrangement. Some mentors may be uncomfortable with large groups, for example.
8. Provide feedback to mentors on how they are doing.
9. Acknowledge the contributions of mentors at every opportunity – in conversation, at meetings, in publications, and during contacts with administrators, journalists, and parents.

A Program Featuring Student Convocations

(Based on information provided by Patricia Weber and Judith Summer, teachers of the gifted in Kenmore Union Free School District.)

"Creative Convocations" is the title given to the annual gathering of gifted students from the three middle schools in Kenmore Union Free School District. The students meet for a day-long conference patterned after professional meetings which adults attend.



The objectives of "Creative Convocations" are:

1. To introduce gifted students to many people from various careers.
2. To integrate gifted students from all three middle schools and all three grade levels (grades 6, 7, and 8) in a common activity.
3. To integrate persons in the community into the gifted program in order to "build bridges."
4. To help community members gain ownership in the program by actually working with gifted students.
5. To expose gifted students to numerous fields of study and endeavor.
6. To build a resource file for future use in developing a mentorship program.
7. To stimulate the students through direct contact with persons who have a joy of learning and who find their work exciting.

Possible speakers are contacted months ahead of the dates needed. After the initial contact and acceptance, a letter is sent to each speaker giving the date, time, room location, information about the topic, tips for the speaker, and material about the gifted program. The day before the convocation, all speakers are contacted to check schedules and assure that all sessions are covered.

On the day of the convocation, the students are bused to one of the middle schools, which serves as the site of the convocation for that year. The students register and time is provided for them to mingle with students from the other schools. Students from the school serving as the convocation site act as registrars, hosts, and hostesses.

Students then gather in the auditorium to hear a keynote speaker, selected for his or her relevance to the topic for the conference. The topics rotate on a three-year cycle and include:

Year I – "Paths to the Future: Options and Opportunities" (Speakers usually have both a professional career and an interesting avocation; for example, a lawyer who is also a gourmet chef.)

Year II – "Horizons of Science" (careers in math and science)

Year III – "Avenues and Alleys to Creativity in the Arts"

The three-year cycle guarantees that each student is exposed to all three areas during the time spent in the middle school program. The topic areas were selected after much thought concerning the characteristics of the adolescent gifted students, their interests, and their needs. All topics are geared to include creativity.

A question-and-answer period follows the speaker's presentation. Students then attend small-group ses-

sions, which they have selected during the previous week. Seven or eight of these sessions run simultaneously, offering students a wide selection of topics. The speakers in these sessions are volunteers from the community. A faculty facilitator is assigned to each session, and a student serves as a recorder. Another student introduces the speaker and thanks him or her at the end of the session.

After lunch, the students attend another set of small-group sessions. After the program, students return to their home schools for a debriefing and evaluation session.

Following the convocation, thank-you notes are sent and the names of guests are added to the community resource file.

Outcomes of the Program

In addition to the established objectives, the program produces a number of outcomes that are valuable to the school district and the community.

1. A surprising amount of community interest in the program has been generated. Attracting volunteers as keynoters and small-group speakers has not been difficult.
2. The program has helped develop a rapport with community members as to the nature of the program and the need to develop the talents of gifted students.
3. Awareness of the characteristics and needs of the gifted has been heightened.
4. Teachers have learned more about their students. Some students selected areas for workshops that surprised their teachers, offering new opportunities for student-faculty interaction.
5. Cooperation between the parent support group and faculty coordinators increased.

A Program Using A Unique Community Resource

(Based on information provided by Dr. Frank Alessi, Director of Gifted Education in Johnson City Central School District.)

The Roberson-Kopernik Observatory is a $750,000 research facility in the Vestal Hills of Broome County. The observatory, weather station, satellite tracking antenna, and four-acre site have been used for the past ten years to develop hands-on science programs for all levels of education from the elementary grades to university.

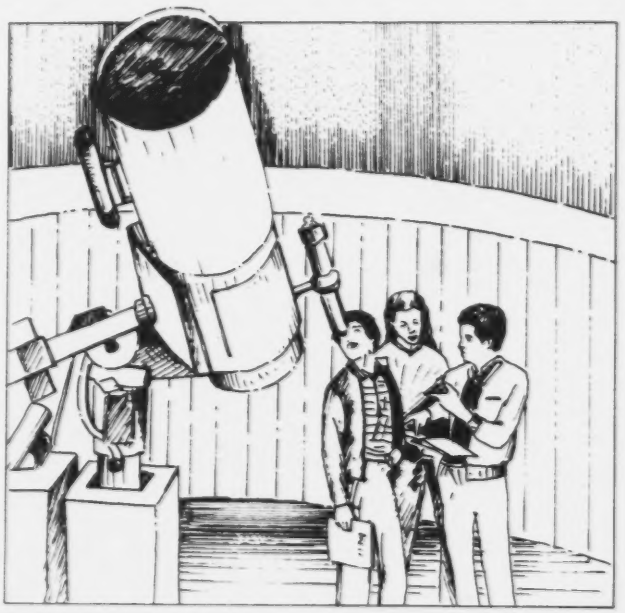
Project Helios was developed by Jay Sarton, director of the Roberson-Kopernik Observatory, in consultation with school and university teachers, to provide an additional resource for students, especially gifted students. The project is designed to familiarize students with the equipment, data gathering procedures and analysis techniques used by professional astronomers and physicists studying the problem of monitoring the sun's activity, particularly sunspot behavior and its effect on the earth.

Johnson City and a number of other districts participate in Project Helios. Each participating district was allotted two mentorships for students at the observatory and two internships for students at the Roberson Memorial Planetarium. The observatory and the planetarium are both components of the Roberson Center in Binghamton.

Selection of students to participate was based on motivation and interest in science as well as high acacdemic performance.

During their participation in Project Helios, students build telescopes and study sunspot behavior over a period of weeks. The students develop and practice a wide range of skills and abilities, such as:

1. Devising observation techniques for monitoring sunspot activity.
2. Differentiating between types of sunspots.
3. Gathering data on sunspot activity.
4. Calculating the rotation of the sun.
5. Measuring the sun's axial tilt.
6. Measuring sunspot area and latitude distribution.
7. Developing hypotheses and testing them.
8. Predicting future solar activity.
9. Speculating on the effects of solar activity on the earth.



The students also learn some of the routine of a scientific discipline by maintaining logs, writing summaries of project results, and making presentations to parents, teachers, and peers.

In Johnson City, the gifted students participating in Project Helios replicate major elements of the project with other students. Creating an "in-house" Helios program in this way reinforces the learning of the students who are participating directly. It also triples the number of students who can benefit from the program.

Another long-range benefit will stem from incorporating the resources of the observatory and Project Helios into the earth science curriculum. New dimensions can be added, such as using computers to process research data.

A graduation night is held at the conclusion of each cycle of the project. Students invite their parents, siblings, and friends. This provides public recognition for their accomplishments.

Factors Contributing to Success:

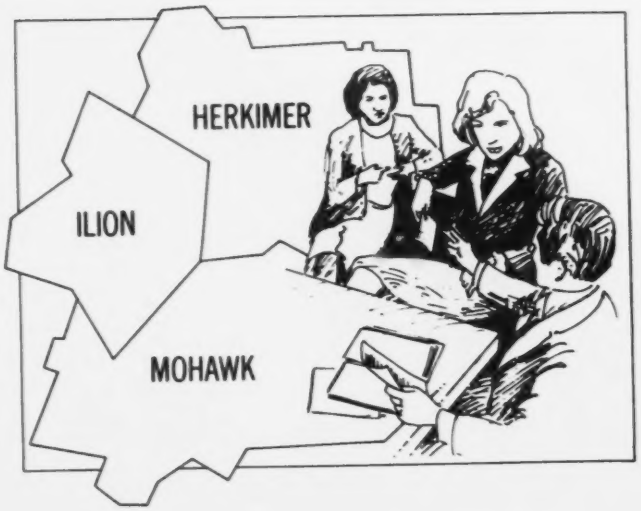
1. Developing an attractive and systematic plan.
2. Having available the expertise of the director and staff of the observatory.
3. Involving parents as well as students and teachers.
4. Keeping everyone informed.
5. Providing an award system. We designed several ways in which to reward students who participated in the project, including giving academic credit.

A Cooperative Effort by Three Districts

(Based on information provided by Grace Osborne, Coordinator of the Enrichment Learning Program in Ilion Central School District. The other coordinators in the cooperating districts are Charles Mosher, Mohawk Central School District, and Paula Christenson, Herkimer Central School District.)

The MHI (Mohawk-Herkimer-Ilion) Colloquia began in 1982 as a cooperative effort to provide enrichment activities for 30 elementary school gifted students, 10 from each district. The goals of the project were: (1) to cover wider curricular areas than a local district can provide; (2) to involve gifted students with their academic peers; (3) to bring about intensive community involvement; and (4) to illustrate that the districts are committed to providing a comprehensive program for able students.

There are many advantages to cooperating:



(1) As teachers of the gifted, we found our colleagues have similar concerns. We found we have different strengths, and we are learning to capitalize on them.
(2) Our students are beginning to see themselves as part of a "bigger pond." They and their parents can see how their skills and experiences match up with those of other academically talented students.
(3) Our local programs have been strengthened in other areas by the involvement in the colloquia.
(4) Partial reimbursement may be available for such cooperative efforts if they are obtained through the BOCES. We are considering this but want to retain control and autonomy. At present, each district pays its own teacher and a portion of other expenses.
(5) We are finding the perspective to stand away from purely local concerns and focus on the needs of gifted students. We carry more weight as a group in pursuing resources.

Background

Our communities are rural and small; Ilion's student body is the largest at around 2,000. The towns of Herkimer, Mohawk, and Ilion lie within five miles of each other. Repeated use of community resources in our separate programs put a heavy burden on the community.

The three teacher/coordinators spent hours developing an appropriate model for cooperation. We approached each superintendent with our written proposal the same day, scheduled a meeting with all three, and sought Board resolutions supporting the concept of cooperation. We had joint press releases, wrote all forms

and letters together, and spoke to our supervisors on the same day.

As with all gifted programs that take students out of regular classrooms, there must be good building-level and teacher-level communication. We worked hard to show how students benefit from exploring the world outside the school. We also emphasized the importance of helping students develop the skills and attitudes necessary for independent learning.

Obtaining variety and balance among the choice of speakers was a major concern. We generated a list of community leaders from our own experience and asked them to recommend others. We sent prospective speakers information about our plans and a questionnaire asking them about such things as vocation, avocations, and availability. The result was a list of interesting and interested adults who could work well with elementary school children.

In the first year, our objectives were to introduce gifted students in grades 4, 5, and 6 to various careers and avocations, to broaden their perspectives about male-female work, and to deepen their understanding of leisure time and its use. We wanted the students to use critical thinking skills in an environment that sought active, rather than passive, participation. In pursuing the theme, "Vocation/Avocation," students found that a local dentist is an avid reader and works on the library board; a college president loves to travel; a local science teacher is a magician; a minister is a folk singer; a manager of a local plant is a skeet shooter. Students saw that a person's skills, interests, and openness to new experiences make it possible for work and play, career and hobbies to come together.

Students planned and set up each session. They scheduled meeting rooms, arranged for refreshments, interviewed and introduced speakers, and wrote thank-you notes and press releases.

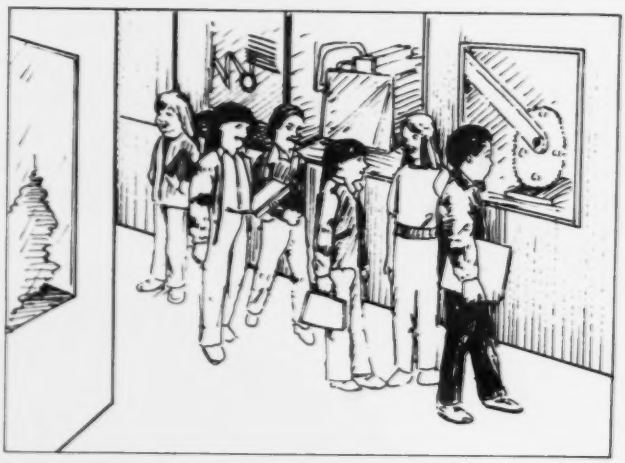
The students met once every three weeks for a full day at the local community college. Using space at the college helped maintain the autonomy of the program. We tried many groupings and techniques to promote contacts between students from the three districts. Progress has been made in inducing the students to reach out beyond their own circles of friends.

At the beginning of each session, we brainstormed possible questions before the speaker's arrival, categorized them, and tried to fill in the gaps. At the conclusion of the session, we reviewed the questions and answers. Students also evaluated themselves as learners, using self-evaluation scales and open-ended surveys.

Outcomes of the program were assessed at various points during the year and at the end of the school year by students, speakers, staff, and parents.

At the end of the year, we held a reception for parents, school officials, and speakers. Each student prepared an introduction for a speaker. We also had certificates of appreciation designed by the students and a scrapbook of the year's activities.

The program has since been expanded to include local history projects, Advanced Placement courses offered through Mohawk Valley Community College, and internships provided by the New York Academy of Sciences. Through the program, gifted students have become more active and resourceful learners.



A Program Using the New York State Museum

(Based on information provided by John Maryanopolis, Coordinator of the Gifted Program in Scotia-Glenville Central School District, and Paul Weinman, Education Supervisor in the New York State Museum.)

The Scotia-Glenville Central School District emphasizes the importance of taking students beyond the walls of the classroom and into the community. This emphasis has led to the development of "The Community Classroom."

As part of this program, a project was developed to use the resources of the New York State Museum to give gifted students opportunities to apply classroom learning. The purposes were to reinforce previous learning, use new information related to classroom learning, enhance the students' self-confidence, and share their learning with others. While achieving these goals, the students would develop products which make a genuine contribution to the community.

John Maryanopolis and Paul Weinman developed a plan to accomplish the program's objectives by exposing gifted students to concepts in a selected subject area and providing opportunities for the students to elaborate on

and use the concepts. The product would be a workbook to be used by other students to explore the concepts in museum exhibits. Steps in the plan included:

- Choosing an exhibit to use as a vehicle for developing concepts related to one or more areas of study.
- Selecting gifted students to participate in the project.
- Holding a workshop at the New York State Museum. The workshop would be led by the museum educator and attended by the students, the teacher of the gifted, and teachers in the subject areas under study.
- Having students interact with a chosen exhibit to explore relevant concepts, develop investigatory questions, and plan how to incorporate the concepts into a workbook.
- Developing material for the workbook.
- Disseminating the workbook to teachers in other districts to be used to to help their students view the exhibits and understand the underlying concepts.

A specific project illustrates how this process can be applied. A project to expose the gifted students to concepts of the humanities was planned. The teacher of the gifted worked with an art teacher and an English teacher to select students to participate in the project. A museum exhibit on "The Humanities Experience" was used to explain and illustrate six concepts of the humanities – beauty, faith, freedom, justice, love, and truth. Group interaction and discussions were used to help the students develop a heightened awareness of their perceptions of the concepts.

The students also viewed other exhibits as the museum educator used the concepts of the humanities to explore differing points of view. The students then formed pairs to develop questions and artwork that used the concepts of the humanities to help other students appreciate and interpret the exhibits. These were incorporated into a workbook to be sent to other teachers to be used with students coming to view "The Humanities Experience" exhibit.

A number of outcomes were observed or inferred from the students' activities:

- The students developed a deeper understanding of the exhibit studied and its implications for their lives.
- They learned about book layout, planning their activities, meeting deadlines, and applying knowledge.
- They had the experience of serving as instructors, in the sense that they prepared materials for other students, rather than being merely passive learners.
- Scotia-Glenville Central School District had a tested project to serve as a model for other activities in its gifted program.
- The New York State Museum received a workbook for teachers and students to use in actively interpreting an exhibit.
- The project led to the joint development by the district and the museum of several more booklets.
- The project linked students and teachers in the district with the museum in a network that continues to serve the needs of students.

More important than these specific outcomes, was the role the project played in transforming the gifted students from consumers of knowledge into producers of knowledge as well. In this respect, the resources of the New York State Museum supported a major element in the gifted program.

Programs Using College Resources

If you look closely on some college campuses in New York State, you can see students who seem younger than the typical 17- or 18-year-old freshman. They may be 16, 14, 12, or even 10 years old. They are part of a growing trend to offer programs or courses to students on college campuses before the normal age of college enrollment. In most cases, the student remains enrolled in the elementary or secondary school while participating in the college program.

In contrast to the scene described above, you can also find many high schools where college-level material is taught. These are two ways in which college resources are being used to serve able students in the elementary and secondary schools of the State. Many colleges are becoming more aware that they have unique offerings for gifted students. And school districts are increasingly recognizing colleges as potential resources for their most able students.

New York State has a variety of institutions of higher education. The faculties and facilities of these institutions represent resources that can enhance those of school districts.

What kinds of cooperative efforts are school districts and colleges developing to serve gifted students? A few possibilities are listed below:

1. Advanced Placement courses may be taught by college faculty members on a college campus. This is in contrast to the usual practice of having high school faculty members teach Advanced Placement courses in the high school setting. The college environment can expose students to individuals with advanced academic training and provide access to laboratories and other specialized facilities. Offering Advanced Placement courses at a central location may also bring together enough students to

form a class, which might not be possible in many school districts.*

2. College-level proficiency examinations in a variety of subjects are accepted by most of the state's colleges and universities for credit, course waiver, or advanced placement. They may also be accepted by school districts for up to 6 1/2 credits toward the 18 1/2 required for high school graduation. The local board of education sets the conditions under which this is possible. Proficiency examinations available in New York State include: Regents College Examinations of The University of the State of New York; the College-Level Examination Program (CLEP) Tests; and the Ohio University Course Credit by Examination Program tests.*
3. Correspondence courses which are offered by regionally accredited colleges throughout the country may also be accepted for credit. The National University Continuing Education Association publishes a catalog of these offerings. * In addition, the State University of New York's Empire State College has a Center for Distance Learning which offers correspondence courses.*
4. A number of colleges offer after-school classes, Saturday classes or summer programs for gifted students.
5. Several colleges allow academically able high school students to enroll in regular college classes. This is the arrangement Hamilton Central School District has with Colgate University through its Community Students Program. Students who successfully complete a course receive college credit, which they can use at Colgate or transfer to another college.
6. Gifted students may attend a special program offered by a college and receive credit toward high school graduation. Students gifted in mathematics in Erie and Niagara counties have just such a program available to them. It is offered by Dr. Gerald R. Rising, a mathematics professor at the State University of New York at Buffalo.
7. Individual students may work with a faculty member as an assistant or an intern. This can be arranged on an individual basis or it may be part of a formal program such as the Science Research Training Program of the New York Academy of Sciences.

*See Appendix C for the addresses of these programs.

An Internship Program

(Based on information provided by Frederick J. Koury, Principal of City-As-School High School, and Julius Altman, Assistant Supervisor, Executive Internships Program of the New York City Public Schools.)

The Executive Internships Program invites individuals in various professions to share their time and knowledge with highly motivated and academically qualified high school students. It is a department of City-As-School High School of the New York City Public Schools.

The program is not restricted to gifted students. However, since students serve as interns to executives in business or the professions, the program is well suited to students who show high levels of academic, technical, or leadership abilities. The executives who serve as sponsors represent a wide variety of fields – from physician to politician, chef to computer specialist, banker to broadcaster.

An Executive Intern serves one semester full time as an aide to a senior official in a corporation, a governmental agency, an educational or cultural institution, a private civic organization, or some other organization with broad public interests. The intern functions as a special assistant to the sponsoring executive by attending meetings and conferences, conducting analytical studies, preparing policy recommendations, and undertaking

special projects requested by the sponsor. The intern is treated as a regular staff member and is held responsible for regular attendance, punctuality, and cooperativeness.

The intern also participates in weekly seminars. These include conferences with officials of various organizations, field visits to observe programs in action, and activities to develop the intern's skills. Some of the topics dealt with in seminars are:

- Objectives of various programs.
- Budget, personnel policy, organization, and other aspects of administration.
- Designing, developing, and evaluating programs.
- Politics.
- Group dynamics.
- Decision making.

In addition to the time spent working with the executive and participating in seminars, each Executive Intern is required to keep a weekly log of his or her activities. At the end of the semester, the intern presents a project in school to demonstrate what has been learned in the program.

The executive sponsor is expected to expose the intern to a broad view of a possible career field by giving the intern meaningful work assignments and by allowing the intern to participate in professional meetings and other activities. Specifically, the sponsor will:

- Orient the intern to the organization.
- Provide work space.
- Jointly with the intern, determine the objectives of the internship and strategies to achieve the objectives.
- Brief staff members on the intern's role.
- Meet periodically with the intern to review progress, define new goals, plan projects, and offer advice.
- Inform the program coordinator of progress and concerns related to the intern.
- Share information with the intern about the characteristics and requirements of the profession.

The intern remains on the home school roll and receives full academic credit during the internship.

The program is coordinated by a licensed New York City high school teacher. The coordinator:

- Visits the interns' work sites periodically.
- Reviews the interns' weekly writing assignments.
- Maintains records of attendance and other records required in the administration of the program.
- Conducts seminars.
- Consults with sponsoring executives.
- Counsels interns about adapting to the world of work.

Outcomes of the Program

The Executive Internships Program offers high school students a broad range of experiences in a genuine work setting. The experiences of a particular student are determined by his or her preparation, interests, and abilities. The executive sponsor serves as a role model in settings not duplicated in school. Interns improve their work habits, sharpen their skills by applying them in real situations, and develop the interpersonal skills needed in the workaday world.

It is hoped that by participating in the program, the executive sponsor will gain the help of a competent assistant, develop a greater commitment to education, develop a keener awareness of the needs and potential of young people, and enjoy the fulfillment of contributing to the success of others.

OTHER RESOURCES

In addition to resources that can be used in a district's program for gifted students, a number of resources are available to which schools or individual students may apply. Several such resources are described below.

New York State Summer School of the Arts
Address: Room 679 EBA
State Education Department
Albany, New York 12234
(518) 439-4523

The goal of the Summer School of the Arts is to give gifted students the opportunity to experience the daily life of the professional artist. Students are taught by outstanding artists and have the opportunity to work with other students of high ability. The application process includes auditions or submission of portfolios.

The school has six components: choral studies, dance, orchestral studies, theatre, film/media, and visual arts.

The New York Academy of Sciences
Address: 2 East 63rd Street
New York, New York 10021
(212) 838-0230

The New York Academy of Sciences sponsors a Science Research Training program for high school students. The students serve as interns to scientists in carrying out research projects.

The Center for the Advancement of Academically Talented Youth, Johns Hopkins University
Address: Charles and 34th Street
Baltimore, Maryland 21218
(301) 338-8427

The Center offers rigorous, fast-paced, advanced course work for high ability students in humanities, mathematics, and the sciences. Students are identified through a Talent Search conducted in New York State schools as well as in schools of other states. Each fall, seventh-grade students who have scored at the 94th percentile or above on standardized tests are invited to participate in the Talent Search. They then take the Scholastic Aptitude Test (SAT), which is designed to measure the aptitudes of high school juniors and seniors. Students who score the highest on the SAT are invited to enroll in the Center's instructional programs.

Olympics of the Mind (OM)
Address: OM Association, Inc.
P. O. Box 27
Glassboro, New Jersey 08028

Olympics of the Mind is a competition designed to provide a challenging opportunity for highly creative students to develop and use their problem-solving abilities. The competition is organized as a team event which schools may enter with teams at various grade levels. A team may proceed from a local competition to regional, then state, and finally national competitions, if it is successful at each stage.

New York State Museum
Address: Museum Education Office
Cultural Education Center
State Education Department
Empire State Plaza
Albany, New York 12230
(518) 474-5843

The New York State Museum offers a variety of educational programs, some of which are designed specifically for gifted students. The special school programs include one-hour introductory programs, all-day intensive visits, self-guided visits, and museum loan kits.

ArtsConnection
Address: 175 Fifth Avenue
New York, New York 10010
(212) 677-7300

ArtsConnection draws on the rich cultural heritage of New York City to provide experiences in the arts to students in the schools of the city. ArtsConnection has two components: (1) Young Talent, which provides professional instruction to students who are gifted in the arts; and (2) Arts Exposure, which brings professional arts organizations into the schools to expose children to artistic expressions from many cultures.

Subject Area Programs

A number of programs for students with high ability exist in specific subject areas. Some representative programs are presented below.

The Annual High School Mathematics Examination
Address: Dr. Walter E. Mientka
Executive Director
MAA Committee on High School Contests
Department of Mathematics and Statistics
University of Nebraska
Lincoln, NE 68588

This is an international mathematics competition sponsored by the Mathematical Association of America, the Society of Actuaries, Mu Alpha Theta, the National Council of Teachers of Mathematics, and the Casualty Actuarial Society. It is available to any interested high aschool and is reasonable in cost.

Long Island Mathematical Olympiads for Elementary Schools
Address: George Lenchner
NCAMS
One Kent Road
Valley Stream, NY 11580

This competition is designed for students in grades 3 to 6 with high ability in mathematics. It is not limited to students attending school on Long Island.

National Science Olympiad
Address: 5955 Little Pine Lane
Rochester, MI 48064

This is an academic interscholastic competition which consists of a series of individual and team events balanced between the various science disciplines. A school may enter a team of 15 students. The entry fee is $25 per school.

Westinghouse Science Talent Search
Address: Science Clubs of America
c/o Science Service
1719 N Street, NW
Washington, DC 20036

High school seniors may enter this competition. The student must complete and present a research project. Each year, 300 students are selected for honorable mention, 40 finalists are invited to award ceremonies in Washington, DC, and 10 winners are selected.

A "Directory of Science Training Programs for High Ability Senior and Junior High School Students" may be obtained from the same address.

Programs in Other Subject Areas

To obtain information about other programs for students with high ability in a specific subject area, contact the subject area bureau of the New York State Education Department, Albany, New York 12234.

GUIDELINES FOR ACTION

At this point, you may be eager to plunge into the inviting waters of community resources. Here are a few suggestions, gleaned from the experience of others, to help you as you get your feet wet.

- Don't do it alone.

Parents, students, and faculty members can be tremendous sources of ideas, information, and energy. Use them. Whether you have a formal committee or prefer to "ad hoc" it, these important people can play a valuable part. Get them involved in the initial planning, and keep them involved throughout the implementation until the wrap-up.

- Look far and near for possible community resources.

This is one activity in which parents, students, and faculty members can be invaluable. Each person represents a slightly different part of the community and can suggest different possibilities. Directories such as the Yellow Pages of the telephone book provide listings of various kinds of organizations, agencies,and professionals. Look for resources beyond your immediate geographical area which are available through our modern means of communication and transportation.

- Find out what the possible resources have to offer.

People and organizations sometimes have unexpected information or services available. Find out by asking the person who identified the resource, by interviewing potential resources, or by surveying various resources in the community.

- Encourage potential resources to participate.

Most people and organizations are happy to contribute their time to educational activities. However, we should look for ways to reward them for participating in order to recognize those who are willing and to persuade those who are reluctant. One kind of reward is public recognition which you can provide by news articles in the local press, television coverage of activities, and recognition ceremonies or dinners.

- Integrate community resources into program planning.

The resource should be part of an educational plan, not an isolated experience. Design learning activities that respond to the needs of your gifted students. You will find that many community resources offer opportunities for interdisciplinary projects. Sometimes a resource becomes available suddenly. This occurs when a particularly important television program, such as "Roots," is scheduled or when a celebrity arrives in the area. You certainly want to capitalize on such events. However, they should be related to the regular program as much as possible.

- Differentiate the use of the resources.

The use of community resources for gifted students should be differentiated from the uses for other students. Otherwise, there is no purpose in having gifted students use the resources separately, and resentment can develop from what appears to be preferential treatment. Adapt the use of resources to find, and take advantage of, the particular characteristics of the gifted.

- Explore uses made elsewhere of community resources.

Journal articles and books frequently describe programs that use community resources. Your colleagues in other districts may also be using community resources in imaginative ways. Check with them.

- Work out the nitty-gritty arrangements.

Programs that use community resources, like any program, require attention to detail. You will want to

double-check such things as class schedules, the need for permission from the administration and from parents, liability, and provisions for the handicapped.

- Link up with BOCES and other districts.

You will find that joint projects can be financially economical and intellectually stimulating. They do require more coordination, however.

- Make sure everyone understands his or her role.

Students, staff, and resource people will all be more comfortable and more likely to be effective if they know what is expected of them. Have the materials and information they need readily available. You may decide that a written plan will be useful, especially for larger projects.

- Evaluate how effective the community resources were.

The main purpose of evaluation is to improve the program or activity in the future. However, you should start thinking of ways to evaluate the use of commmunity resources early in your planning. Evaluation may be systematic, as for example when you have participants fill out evaluation forms after an activity. However, informal evaluations, such as observing the enthusiasm of participants, can also be useful. The important thing is to get a feel for how effective the program is and how it can be improved. The evaluation might include reactions of three key groups: individuals serving as resources, school staff members, and students.

Some of these guidelines are self-evident. However, if some of what others have learned suggests a new wrinkle, they have served their purpose.

APPENDIX A
Developing and Using Learning Contracts

A number of educational approaches which use community resources involve a great deal of independence on the part of students. After spending most of his or her school time in relatively structured group activities over the years, a student may have trouble adapting to a more flexible approach. A clear understanding of what is expected can help students benefit from their greater freedom. It can also help a teacher, mentor, or tutor manage the programs of a number of students who are working on different projects.

A learning contract is a device to help a student and teacher (or mentor) reach a mutual understanding about the student's program. The contract states the purpose of the project, how it will be carried out, the responsibilities of both student and teacher/mentor, and a schedule.

Listed below are some suggestions for the teachers or mentors in developing and using learning contracts:

1. Prepare a suggested format for a contract before you meet with the student.
2. At first, keep the contract simple. With experience, students may be able to deal with more complicated projects.
3. Guide the student in setting realistic deadlines.
4. Be certain that the student understands the purpose of having a contract.
5. Make certain that you and the student have the same understanding about what each of you is to do.
6. Allow the contract to be renegotiated if you or the student feels it is not working as it should. However, do not revise the contract without consulting the student.
7. Maintain communication with the student throughout the period covered by the contract.
8. When the contract is completed, have the student evaluate the process. Make appropriate changes in the process in future uses.

In working with a student to develop a learning contract, work out procedures which help the student think through the project and how it will be carried out. The following procedures might be outlined for the student or put into a questionnaire that the student completes.

Have the student choose a topic which interests him or her enough to want to pursue it in depth. Lukewarm interest can cool off rapidly if a student finds that a topic is more difficult or lengthy than anticipated.

Have the student explain what he or she expects to gain from the project. This should probably be done in writing. A written document encourages the student to think through the major issues and serves as a reference later.

Encourage the student to explore possible strategies that might be used to carry out the project, especially strategies not often called upon in regular school work.

Ask the student to develop a list of products which might be interesting outcomes of the project. Different products may be developed for the same project in order to appeal to different audiences. For example, hand puppets might be used to dramatize a project for children, while a one-act play using live actors might accomplish the same thing for adults.

Have the student develop criteria and procedures by which a product or the project as a whole could be evaluated. If grades must be given for the project, ask the student to describe what would be required to earn an "A," a "B," and so forth. Since grading is a teacher's prerogative as well as responsibility, it is wise to let the student know in advance that his or her criteria are suggestions.

Ask the student whether he or she works best with or without a deadline. If a deadline is to be used, negotiate both the time and what will be done within the allowed time. Also decide what will happen if the deadline is not met.

The results of these suggestions should be an understanding between the student and the teacher about the project. It can be formalized in contract form using a format similar to this:

LEARNING CONTRACT

1. We have agreed on the following topic:
2. Starting date:
3. Ending date:
4. Anticipated product:
5. Student's responsibilities
6. Teacher's/mentor's responsibilities:
7. Resources needed to carry out the project:
8. The project will be evaluated by means of:

Signed:

Student _____ Teacher/Mentor _____

APPENDIX B

Resources Listed in the Yellow Pages

The Yellow Pages contain a wealth of information, classified in a variety of ways. They list, for example:

- Professions, from Accountant (Certified Public) to Writers (Business).
- Products, from Abrasives to Zippers
- Services, from Acoustical Consultants to Yoga Instruction

The listing of organizations can be particularly useful. It includes such categories as:

- Associations
- Business and Trade Organizations
- Clubs
- Foundations: Educational, Philanthropic, Research
- Fraternal Organizations
- Human Services Organizations
- Industrial Development
- Labor Organizations
- Manufacturers' Agents and Representatives
- Political Organizations
- Religious Organizations
- Sales Organizations
- Schools and Colleges
- Social Service Organizations
- Veterans and Military Organizations
- Youth Organizations and Centers

APPENDIX C

College-Level Resources

Advanced Placement Program
The College Board
888 Seventh Avenue
New York, NY 10106
(212) 582-6210

Center for Distance Learning
Empire State College
28 Union Avenue
Saratoga Springs, NY 12866
(518) 587-2100

The College-Level Examination Program
The College Board
CN 6600
Princeton, NJ 08541
(609) 734-3843

Independent Study
Tupper Hall
Ohio University
Athens, OH 45701
(614) 594-6721

The Independent Study Catalog
NUCEA Book Order Department
Peterson's Guides
P. O. Box 2123
Princeton, NJ 08540
Cost: $5. 95 plus $1. 25 postage/handling

Regents College Examinations
The University of the State of New York
Academic Services Office
Cultural Education Center – Room 5D45
Albany, NY 12230
(518) 474-3703

APPENDIX D-1

Roles in a Mentor Program

THE MENTOR

The Mentor is a wise and trusted counselor.

When working with a student the mentor will . . .

- Act as a guide

  To become a guide and a facilitator of the child's learning, allowing independence and self-direction.
- Share knowledge

  To know the subject well and freely share information with the student.
- Demonstrate the method of inquiry

  To provide guidance in the method of inquiry appropriate to the specific area of study.
- Give direction

  To give the child some direction in locating relevant sources.
- Provide continued support

  To be committed to the student and provide guidance as long as needed.

THE STUDENT

When pursuing an Independent Study the student will be expected to . . .

- Establish goals and objectives
  To narrow the topic and focus on a specific problem.
- Determine direction
  To decide how to begin the investigation.
- Locate related resources
  To find library and community resources related to the topic.
- Plan a time line
  To specifically state the length of time of the investigation.
- Create a final product
  To determine the form of the final product.

THE TEACHER OF THE GIFTED

The teacher of the gifted will . . .

- Acquaint the mentor with the program
  To acquaint the mentor with program goals and objectives and the nature of an Independent Study.
- Know the student's topic
  To be familiar with the student's study and to give assistance when needed.
- Coordinate efforts
  To act as a liaison between the mentor and the student.
- Guide student in planning study
  To help the student develop a management plan.
- Plan the schedule
  To arrange the student-mentor schedule.

Adapted from materials developed for the TAP/TAG Program, Ticonderoga Central School District.

APPENDIX D-2

T/G Weekly Log

This Journal Belongs To:_____

School_____

Occupational Area_____

Mentor_____

Week Of_____

Please indicate your opinion about your week on this scale of 1 to 5.

	Low				High
The work was interesting	1	2	3	4	5
I had a chance to use my skills	1	2	3	4	5
My mentor was helpful	1	2	3	4	5
I received adequate instructions	1	2	3	4	5
People at work were helpful	1	2	3	4	5
I felt comfortable	1	2	3	4	5

The best thing that happened this week was_____

_____

_____

The worst thing that happened this week was_____

_____

_____

_____

The most important thing I learned this week was_____

_____

_____

I would like this to happen_____

_____

_____

_____

Adapted from "Occupational Education for the Talented and Gifted/Outreach to Occupationally Gifted High School Students: Handbook." Brooklyn, NY: Office of Occupational and Career Education, New York City Board of Education, August 14, 1980.

APPENDIX D-3

MENTOR QUESTIONNAIRE

Work Site_____

_____

_____

Student Name_____

Please rate the student on this scale of low to high. Any additional comments from you are appreciated.

	Low				High
Attendance_____	1	2	3	4	5
General Interest_____	1	2	3	4	5
Shows Initiative_____	1	2	3	4	5
Assumes Responsibility_____	1	2	3	4	5
Thinks Sequentially_____	1	2	3	4	5
Asks Questions_____	1	2	3	4	5
Understands the Problem_____	1	2	3	4	5
Follows Through on Job_____	1	2	3	4	5
Gets Along with Workers_____	1	2	3	4	5

Additional Comments_____

_____

_____

_____

I would be interested in participating in this program in the future.

YES_____ NO_____

_____ _____

Date Mentor signature

_____

Adapted from "Occupational Education for the Talented and Gifted/Outreach to Occupationally Gifted High School Students: Handbook." Brooklyn, NY: Office of Occupational and Career Education, New York City Board of Education, August 14, 1980.

APPENDIX E

The Community Talent Miner
A Survey for locating Community Resources*

by
Reva C. W. Jenkins
Emily D. Stewart

University of Connecticut

Name_____ Date_____

Address_____

Telephone_____ Place of Business_____

INSTRUCTIONS

In filling out this questionnaire, please keep in mind:

1. There are no predetermined responses! Be as original as you like in your replies.
2. Take as much space as you need to respond to any item. Use the back of the sheet if necessary.
3. If there are sections or questions you'd rather omit, simply skip them.

I. Trips, Safaris and Excursions

1. Have you traveled "off the beaten track" - to any unusual or out-of-the-way places?

2. Where did you go? (Include dates.)

3. What sorts of records do you have of your travels (for example: photographs, local products or other artifacts)?

*From: Joseph S. Renzulli. The Enrichment Triad Model: A Guide for Developing Defensible Programs for the Gifted and Talented. Mansfield Center, CT: Creative Learning Press, Inc., 1977. Used with permission. The Community Talent Miner can be purchased in sets of 100 from Creative Learning Press, Inc., P.O. Box 320, Mansfield Center, CT 06250.

II. Academic Experiences

1. If you attended college, business school, or had technical training, what subject was your major emphasis?

2. Did it have any unusual aspects (for example: an interdisciplinary major, involvement in original research, publications, or presentation)? Please list:

III. Intercultural Experiences

1. Have you lived in another culture? If so, where?

2. For how long and under what circumstances did you live in the culture?

3. Describe one meaningful experience you had during your visit.

IV. Hobbies, Collections and Competitions

1. What are your hobbies?

2. Are you a collector? If so, what sorts of things do you collect?

3. How did you become involved with your hobby or collection?

4. Do you belong to an organized group of people with like interests (for example, Stamp Collectors of America, Flat Earth Society)? Please list:

5. Have you entered parts of your collection or hobby in a competition? (Include details and outcomes.)

6. Have you ever entered any other unusual competitions or contests (for example: a frog jumping contest, limerick competition, model sailboat race)? What sort?

Is this something in which you participate on a regular basis?

V. Esoteric Topical Interests

Most of us know people who describe themselves as history buffs, ecology nuts, science fiction freaks, committed health food faddists or hopeless Sherlock Holmes addicts. Could you think of a special interest of yours for which you would give yourself a similar label? Please include areas of interest and labels:

1. In what ways have you followed up on your interests?

2. Do you meet with other people who have similar interests? (Include group names, any "organized" activities, etc.).

VI. Community-Related Activities

(Directions: For each item, include group name(s), positions held, dates of involvement and how you became involved.)

Have you ever:

1. Lobbied for something?

2. Belonged to an interest group?

3. Campaigned for a cause of a person?

4. Been involved in a religious group?

5. Joined a community action group?

6. Donated time to a "charitable" organization?

VII. Professional Experiences

1. What do you do for a living?

2. How long has it been your career?

3. What other career(s) have you explored? How?

4. How did you select your current career?

5. Which unique or creative aspects of your profession would you like to communicate to a young person who might be interested in entering your field (for example: skills you have had to learn "the hard way")?

Of those areas explored in this questionnaire, the following are the ones about which I am especially enthusiastic:

I would be willing for the teacher(s) of_____ _____ to contact me regarding possible applications of some of my interests and talents with program students.

_____
(Your Signature)

APPENDIX F-1

PRODUCT EVALUATION*

NAME_____DATE_____

FRIEND'S NAME_____

WHAT MY PRODUCT IS_____

RATE EACH OF THE ITEMS ACCORDING TO THE FOLLOWING SCALE:

0 - NOT OBSERVED AT ALL
1 - FAIR, COULD BE IMPROVED A LOT
2 - VERY GOOD
3 - EXCELLENT

ITEMS	WHAT I THINK	WHAT MY FRIEND THINKS
1. EFFORT		
2. NEATNESS		
3. ORGANIZATION		
4. ATTRACTIVE, COLORFUL		
5. MEANINGFUL, INTERESTING, UNDERSTANDABLE		
6. SHOWS KNOWLEDGE ABOUT IT; SHOWS THOUGHT		
7. CARRIED OUT WHAT IS INTENDED		
8. USED IMAGINATION, CREATIVITY, ORIGINALITY		

WHAT DO YOU THINK IS THE BEST THING ABOUT THIS PRODUCT?

ME_____

_____

MY FRIEND_____

_____

WHAT DO YOU THINK COULD BE IMPROVED ABOUT THIS PRODUCT?

ME_____

_____

MY FRIEND_____

_____

*Adapted from Edith Doherty & Louise Evans, Self-Starter Kit for Independent Study. East Windsor Hill, CT: Synergetics, 1980, Revised 1983. Used with permission.

APPENDIX F-2

EVALUATION OF "CREATIVE CONVOCATIONS" PRESENTERS

Name_____ Grade_____

Part I (to be completed prior to the convocation)

1.) List criteria you feel are important to evaluate a speaker or presenter.

Keynote Presenter

Small Group Presenter

2.) Develop a scale to evaluate the speaker/presenters on the criteria you listed above.

Adapted from materials developed by Kenmore Union Free School District.

Name_____ Grade_____

Part II (to be completed following the convocation)

1.) Share your ideas from Part I with the class. Following group discussion, revise your criteria and scale.

2.) From your revised list of criteria, select those you feel best fit the speaker. List them in the space provided. Apply the scale you have developed to each criterion on your list. Depending on the nature of the presentation, you may need to select different items from your list for each speaker.

Keynote speaker

Name of Speaker_____

Title of Presentation_____

Criteria	Ratings

Comments

Small-Group Presentations

#1

Name of Presenter_____

Title of Presentation_____

Criteria Ratings

_____

Comments:

_____

#2

Name of Presenter_____

Title of Presentation_____

Criteria Ratings

_____

Comments:

_____

3.) Giving specific reasons, explain which speaker you enjoyed the most.

_____

4.) List suggestions you have for future convocations.

_____

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Single copies may be obtained from:

Gifted Education
State Education Department
Albany, NY 12234
(518) 474-59666